

School Talent Day: A Stage for Children in Sampe Cita Village to Express Their Interests and Talents

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Abstract

This study aims to describe the implementation of the Talents Day program as a platform for children to develop and showcase their interests and talents at School in Sampe Cita Village. The study employed a qualitative method with a descriptive approach. The data sources consisted of the school principal, teachers, students, and parents. Data were collected through observation, interviews, and documentation, while data analysis was conducted through data reduction, data display, and conclusion drawing. The findings indicate that the Talents Day program was implemented through three stages: planning, practice, and performance. The program was successfully carried out through strong collaboration and support between the school and parents in fostering children's potential. The performances presented included dance, drama, singing, and *tausiah* (Islamic religious talks). Through these activities, children gained valuable experiences that enhanced their self-confidence, courage to perform in public, communication skills, creativity, and ability to collaborate with peers. Furthermore, the *tausiah* performances contributed to the development of religious and moral values from an early age. Based on the findings, it can be concluded that Talents Day at School in Sampe Cita Village serves as an effective medium for the expression and development of children's interests and talents. The program not only provides opportunities for children to demonstrate their abilities but also supports their socio-emotional, linguistic, artistic, religious, and moral development during early childhood.

Keywords: *Talents Day; Interests and Talents; Early Childhood; Potential Development; Creativity*

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Introduction

Education is a fundamental process in human life, as it enables individuals to develop their full potential. The purpose of education extends beyond the acquisition of knowledge and academic competencies; it also aims to cultivate attitudes, character, skills, and personality traits that enable learners to become valuable contributors to themselves, their families, society, and the nation. The development of children's potential at the village level constitutes a crucial element of education, as it directly influences future growth and the quality of human resources from an early age (Bunda & Suriani, 2025).

Every child possesses unique potential and abilities. Some children demonstrate talents in artistic fields such as singing, dancing, or drawing, while others excel in sports, public speaking, poetry recitation, storytelling, or religious competencies, including the ability to recite the Qur'an accurately and fluently. These diverse potentials are valuable gifts that should be identified, appreciated, and nurtured from an early age.

In practice, however, school learning activities often place greater emphasis on academic skills such as reading, writing, and arithmetic. Consequently, children who possess talents in other areas may have limited opportunities to demonstrate and develop their abilities. If such conditions persist, children's potential may not develop optimally. Therefore, schools need to provide specific programs that create opportunities for children to express and cultivate their interests and talents. Community-based activities that offer creative spaces are essential for fostering self-confidence, creativity, and positive character development among children in rural environments (Salamuddin et al., 2025). Such activities are important because they help children gain a deeper understanding of themselves, discover their interests, and develop the courage to perform in front of others. Furthermore, these experiences can enhance children's self-confidence and reduce feelings of fear or shyness in social interactions.

One initiative designed to support the development of children's interests and talents is *Talents Day at School: A Platform for the Expression of Children's Interests and Talents in Sampe Cita Village*. This program was developed by the school to provide all students with opportunities to showcase their abilities according to their individual talents. Talents Day at School was established in response to the need for a self-exploration platform that integrates social interaction with structured stimulation of creative talents (Khadijah et al., 2025). By providing opportunities for children to explore their abilities, the program seeks to strengthen self-identity and enhance participants' social skills (Maghfirah et al., 2024). During Talents Day, students are given the freedom to select performance formats that align with their interests. The activities presented are diverse and include dance performances, drama, singing, and *tausiah* (Islamic religious talks).

The implementation of this program involves more than the event day itself; it includes an extensive preparation process. Prior to the performances, students participate in training sessions under the guidance of their respective teachers. During these sessions, students learn various skills, including memorizing scripts, voice control, movement coordination, teamwork, and gradual self-improvement through practice. This process is particularly important because it fosters discipline and responsibility among students. The event is intended to help children recognize their innate potential while motivating them to remain enthusiastic throughout the learning process (Purba & Haryadi, 2025).

During the Talents Day event, students perform before teachers, peers, parents, and members of the local community. This setting provides children with valuable experiences as they learn to perform confidently before a large audience. Although many students initially experience nervousness, support from the surrounding environment enables them to present their best performances. The program offers numerous benefits for children's development. First, it enhances students' self-confidence by providing opportunities to demonstrate their abilities. Second, it develops their courage to speak and perform in public. Third, it promotes

cooperation, particularly among students participating in group performances. Fourth, it teaches children to appreciate the diverse talents and abilities of their peers.

In addition to benefiting students, the program assists teachers in identifying each child's potential. Through students' performances during Talents Day, teachers can directly observe individual interests and talents. This information is valuable for designing learning experiences that are better aligned with students' abilities, thereby making the learning process more effective and enjoyable.

Furthermore, the program generates positive outcomes for parents and the wider community. Parents are able to observe their children's development firsthand, allowing them to gain a deeper understanding of their children's abilities and potential. Community members who attend the event can also provide support and appreciation, thereby fostering harmonious relationships between the school and its surrounding environment.

Sampe Cita Village, as the venue for the program, plays a significant role in its success. Support from the local community and active parental involvement contribute substantially to the development of children's self-confidence and psychological resilience as they seek to actualize their creative interests (Wahyuni et al., 2026). The support of community leaders, parents, and local residents enables the program to be implemented successfully. This demonstrates that education is not solely the responsibility of schools but rather a shared responsibility among schools, families, and communities.

Through such collaborative efforts, Talents Day at School becomes more than a ceremonial event; it serves as a meaningful educational experience for children. A supportive environment helps children feel valued and motivated to continue developing their abilities. The success of initiatives such as this depends greatly on a structured approach in which facilitators and parents actively assist children in identifying and maximizing their strengths (Estiana et al., 2025). Theoretical studies indicate that talent-development activities conducted through festivals and competitions are effective in fostering children's enthusiasm and significantly enhancing their self-confidence (Saputra et al., 2024). In addition, creative arts-based approaches have been shown to strengthen children's self-expression and promote cooperative behavior in social interactions (Jufri et al., 2025). The synergy between the school environment and local community support is therefore a key factor in developing students' character and intrinsic motivation to face future challenges (Ningsih et al., 2025).

This conference paper was prepared as a scientific documentation of the implementation of *Talents Day at School: A Platform for the Expression of Children's Interests and Talents in Sampe Cita Village*. The paper documents the program comprehensively, including its background, objectives, implementation process, and outcomes. It is expected to serve as a reference for teachers, school administrators, researchers, and other stakeholders interested in developing similar programs within their educational institutions. Furthermore, this paper highlights the importance of interest and talent development activities within the educational process.

Ultimately, this initiative is expected to contribute to the development of a generation of children who are not only academically competent but also possess strong character, self-confidence, creativity, independence, and the ability to collaborate effectively with others. Therefore, Talents Day at School represents a concrete effort to promote a more holistic and balanced educational experience for children in Sampe Cita Village.

Literature Review

1. Talents Day as a Medium for Developing Children's Interests and Talents

Talents Day is an activity designed to provide children with opportunities to demonstrate their abilities, interests, and talents. Through this program, children are able to showcase various skills that they have learned and developed, including dancing, drama performance, singing,

and delivering *tausiah* (Islamic religious talks). The activity serves as a platform through which children can express themselves freely and confidently in front of teachers, peers, and parents. Participation in performance-based and competitive activities also provides opportunities for children to establish positive social interactions with their peers. Such experiences contribute to the development of self-confidence, which is a critical factor in fostering creativity and supporting children's achievement (Maryani & Noveryal, 2019). Every child possesses unique potential. Some demonstrate strengths in artistic fields, others exhibit strong communication skills, while some display talents in religious activities. Consequently, educational programs are needed to help children identify and develop these diverse potentials. Talents Day represents one such initiative that supports children's development through direct performance experiences.

Beyond serving as a venue for showcasing abilities, Talents Day also contributes to children's social and emotional development. Well-designed and effectively implemented extracurricular activities have been shown to contribute positively to character formation, particularly in fostering discipline and responsibility (Kusnaedi et al., 2025).

Through participation in Talents Day, children learn to become more confident, responsible, and disciplined throughout the preparation process while also developing appreciation for the performances of their peers. Therefore, Talents Day functions not only as a performance event but also as an integral component of the learning process that supports children's holistic development.

2. Children's Interests

Interest may be defined as an individual's attraction or inclination toward a particular activity that generates enjoyment and motivation to engage in it. Interest encourages individuals to participate more actively and enthusiastically in various activities. In early childhood, interests can be identified through activities that children frequently choose and repeatedly engage in. For example, children who are interested in singing often sing their favorite songs, whereas those who are interested in dance enjoy moving rhythmically to music. The development of children's interests is influenced by various factors originating both from within the child and from the surrounding environment. These factors include enjoyment of specific activities, family support, teacher guidance, supportive learning environments, and opportunities to explore new experiences. When children receive adequate support from their environment, their interests are more likely to develop optimally.

3. Children's Talents

Talent refers to an innate ability possessed by an individual from birth that can develop further through appropriate training and guidance. Talent represents a form of potential that can facilitate success in specific fields. In early childhood, talent may be observed through abilities that appear more prominent than those of age-matched peers. For example, some children can memorize songs quickly, easily follow dance movements, or confidently speak before large audiences.

Talent development during childhood is an important process that requires appropriate stimulation to ensure the balanced growth of cognitive, affective, and psychomotor abilities (Suhendra et al., 2025). Various activities that combine artistic expression with structured play have been found to enhance children's learning motivation and support the development of social skills that contribute to positive character formation (Tillah et al., 2025). Furthermore, children's participation in competitions and talent-development programs serves not only to improve academic and non-academic competencies but also to provide opportunities for evaluating learning outcomes acquired beyond formal classroom instruction (Rahmania & Rohmah, 2024).

Talent development should begin in early childhood because this stage represents a critical period of growth and development. With appropriate guidance and support, children's talents can evolve into more advanced competencies. Through talent development, children become better able to recognize their own potential, strengthen self-confidence, enhance creativity, and acquire valuable experiences that support their future growth.

The success of talent development efforts is also influenced by collaboration between parents and teachers. Parental support and teacher guidance play essential roles in helping children identify their strengths, potential, and limitations (Nuraini et al., 2025). Parents who consistently provide encouragement, attention, and motivation can significantly enhance children's confidence in developing their interests and talents (Agustianti & Jazariyah, 2021).

4. **Performance Stages as Platforms for the Expression of Children's Interests and Talents**
A performance stage serves as a medium through which children are provided with opportunities to demonstrate their abilities before an audience. Through such activities, children can present the outcomes of their learning and practice experiences. Performance stages play an important role in supporting child development, particularly in enhancing courage, self-confidence, communication abilities, and social skills.

When performing before an audience, children learn to manage nervousness, convey messages effectively, and appreciate the performances of others. Within the context of Talents Day, performance stages are realized through various forms of presentation, including dance, drama, singing, and *tausiah*, each corresponding to the individual interests and talents of participating children. During the primary education period, children experience a developmental stage that is highly influential in shaping cognitive and emotional growth. Consequently, the early identification and development of talents constitute important steps in preparing children for future innovation and problem-solving capacities (Lestari & Rosalina, 2026).

5. **Dance as a Form of Children's Interest and Talent Expression**

Dance is an art form that utilizes bodily movement as a medium for expressing emotions, feelings, and creativity. For young children, dancing is an enjoyable activity because it combines movement with musical rhythm. Through dance activities, children can develop gross motor skills, body coordination, balance, and concentration. Furthermore, dance helps foster self-confidence and the courage to perform before an audience.

Contextualized arts and cultural education that encourages collaboration among learners has been shown to create more engaging and meaningful learning experiences. Such conditions support the development of adaptability, creativity, and productivity in responding to various challenges (Minarti et al., 2025). Dance performances during Talents Day provide children with opportunities to demonstrate artistic abilities while simultaneously developing creativity and teamwork skills.

6. **Drama as a Form of Children's Interest and Talent Expression**

Drama is a role-playing activity in which individuals portray specific characters within a story. This activity provides children with opportunities to express ideas, emotions, and imagination through dialogue and movement. Through drama, children learn to speak clearly, memorize dialogues, understand character roles, and collaborate with other group members. In addition, drama contributes to the development of children's language abilities and social skills. Within Talents Day activities, drama serves as an effective medium for enhancing creativity, communication competence, and self-confidence. Therefore, children's participation in structured artistic activities not only supports the development and expression of talents but also functions as an effective means of fostering creativity and character development in a sustainable manner (Andini et al., 2026).

7. **Singing as a Form of Children's Interest and Talent Expression**

Singing is the activity of performing songs vocally according to specific melodies and rhythms. This activity is closely associated with children's daily lives and is frequently incorporated into both learning and play activities. Singing contributes to the development of language skills, memory, concentration, and musical abilities.

Moreover, singing serves as a positive outlet for children to express emotions and feelings.

Within Talents Day, singing performances provide opportunities for children to demonstrate their musical abilities while simultaneously strengthening their confidence in performing before an audience.

8. Tausiah as a Form of Children's Interest and Talent Expression

Tausiah refers to the delivery of religious messages and moral teachings to others. In early childhood contexts, *tausiah* is generally presented using simple and age-appropriate language that aligns with children's developmental levels. Through this activity, children learn public speaking skills, memorize content, and deepen their understanding of religious teachings related to morality and everyday behavior.

Furthermore, *tausiah* contributes to the formation of religious character and the internalization of moral values from an early age. Within Talents Day at School, *tausiah* serves as one of the performance categories that supports the development of public speaking skills while simultaneously strengthening children's religious education and character formation.

Research Methodology

1. Research Design

This study employed a qualitative research method using a descriptive approach. A qualitative approach was selected because the study aimed to provide an in-depth description and understanding of the implementation of *Talents Day at School: A Platform for the Expression of Children's Interests and Talents in Sampe Cita Village*. Through this approach, the researchers were able to obtain a comprehensive understanding of the activity implementation process, the various forms of performances presented by the children, and the benefits experienced by participants throughout the program.

2. Research Site and Period

The study was conducted at School, located in Sampe Cita Village. This site was selected because it serves as the venue for the Talents Day program, which provides children with opportunities to express their interests and talents through various activities, including dance, drama, singing, and *tausiah* (Islamic religious talks).

Data collection was carried out throughout the entire program, beginning with the preparation stage, continuing through the implementation of the event, and concluding after the completion of all activities. This enabled the researchers to obtain comprehensive data regarding the overall implementation process.

3. Research Participants

The participants in this study consisted of the school principal, teachers, students, and parents involved in the Talents Day program. The principal and teachers were selected because of their significant roles in planning and implementing the activity. Students served as the primary participants because they were directly involved in demonstrating their interests and talents through the performances. Parents were also included as sources of information because they were able to provide insights regarding their children's development and abilities throughout participation in the Talents Day program.

4. Data Collection Techniques

Data were collected through observation, interviews, and documentation. a.

Observation

Observation was conducted through direct monitoring of the Talents Day program, beginning with the rehearsal process and continuing through the children's stage performances. Through observation, the researchers were able to examine directly how children expressed their interests and talents through various forms of performance.

b. Interviews

Interviews were conducted with the school principal, teachers, and parents to obtain more comprehensive information regarding the objectives of the Talents Day program, the implementation process, and the benefits experienced by children after participating in the activity. The interviews were conducted face-to-face using interview guidelines that had been prepared in advance.

c. Documentation

Documentation was utilized as a supplementary source of research data. The collected documents included photographs of activities, video recordings of children's performances, activity schedules, and other relevant documents related to the implementation of Talents Day. These documentary materials served to support and validate the findings obtained through observation and interviews.

5. Data Analysis

The collected data were analyzed using qualitative data analysis techniques, consisting of three stages: data reduction, data display, and conclusion drawing.

1. **Data Reduction** involved selecting, focusing, and simplifying the collected data according to the objectives of the study.

2. **Data Display** involved organizing and presenting the data systematically to facilitate interpretation and understanding of the research findings.

3. **Conclusion Drawing and Verification** involved identifying patterns, relationships, and meanings within the data and formulating conclusions based on the findings obtained throughout the research process.

To ensure the credibility of the findings, data obtained through observations, interviews, and documentation were compared and cross-checked using triangulation techniques. This process enhanced the validity and trustworthiness of the study by confirming the consistency of information gathered from different sources.

Results

This study was conducted at School in Sampe Cita Village to examine the implementation of Talents Day as a medium for developing children's interests and talents. The activity was organized to provide children with opportunities to demonstrate their abilities through various performances, including dance, drama, singing, and *tausiah* (Islamic religious talks). The program involved all students under the guidance of teachers and with support from parents. Based on field observations, the implementation of Talents Day began with a preparation and rehearsal stage. During this stage, teachers observed each child's interests and abilities to determine the most appropriate type of performance. Subsequently, children were given opportunities to practice regularly according to their chosen field. Throughout the rehearsal process, the children demonstrated enthusiasm and eagerness in following the teachers' instructions. They worked to memorize dance movements, drama dialogues, song lyrics, and *tausiah* materials that would be presented during the event.

During the event, the children performed enthusiastically in front of teachers, peers, and parents. Each performance reflected different abilities according to the individual potential of each child. The activity was carried out successfully and received positive appreciation from all attendees. In the dance performances, the children were able to demonstrate movements in accordance with the accompanying musical rhythm. They appeared to enjoy every movement and displayed cheerful expressions while performing on stage. In addition, the children were able to cooperate effectively with their group members, enabling the performances to proceed smoothly.

In the drama performances, the children demonstrated their ability to speak and express themselves according to the characters they portrayed. They attempted to deliver their dialogues effectively, although some of them still appeared nervous. Nevertheless, they were able to complete their performances successfully and demonstrated the courage to perform before a large audience. In the singing performances, the children appeared confident while performing songs they had learned previously. They were able to follow the rhythm and remember the song lyrics well. The singing activities created an enjoyable atmosphere and encouraged the children to express their abilities more confidently. Meanwhile, the *tausiah* performances demonstrated the children's ability to convey religious messages using simple language. The children were able to deliver the material they had memorized, although some still appeared slightly nervous. Through this activity, the children learned to speak in public while also deepening their understanding of religious values taught at school.

Based on interviews with teachers, Talents Day had a positive influence on children's development. Teachers reported that, after participating in the program, children became more active, courageous, and confident in engaging in various learning activities. Similar observations were expressed by parents, who noted positive changes in their children's attitudes, particularly in terms of confidence and communication skills. The findings indicate that Talents Day plays an important role in developing the interests and talents of young children. The program provides opportunities for children to explore their abilities through various forms of performance that correspond to their individual interests.

Through Talents Day, children not only learn to showcase their abilities but also gain new experiences that support their personal development. Opportunities to perform before an audience help children develop self-confidence and courage. As a result, they become better prepared to interact with their surroundings and more confident in their own abilities. Dance performances contributed to the development of children's motor skills. The repeated movements practiced during rehearsals helped improve body coordination, balance, and flexibility. In addition, dance activities encouraged children to work collaboratively with peers in group performances, thereby enhancing their social skills.

Drama activities provided children with opportunities to develop speaking and communication skills. By portraying specific characters, children learned to deliver dialogues, express emotions, and understand storylines. These activities supported language development while simultaneously strengthening social skills through interaction and cooperation with peers.

Singing activities offered enjoyable learning experiences for children. Through singing, children were able to develop language skills, improve memory, and enhance concentration. Furthermore, singing performances helped children overcome shyness as they became accustomed to performing before an audience.

Meanwhile, *tausiah* activities served as an effective medium for developing public speaking skills while instilling religious values. Children learned to communicate positive messages to others using simple and understandable language. The activity also contributed to the development of religious character and encouraged children to apply positive values in their daily lives.

The successful implementation of Talents Day was inseparable from the roles of teachers and parents. Teachers acted as facilitators who guided children throughout the rehearsal and performance processes. Parents also provided moral support, which increased the children's confidence when performing in public. The collaboration between the school and families was therefore a key factor in the success of the program.

Overall, Talents Day at School in Sampe Cita Village had a positive impact on children's development. The program not only served as a platform for showcasing interests and talents but also contributed to the enhancement of self-confidence, creativity, communication skills, social competence, and understanding of religious and moral values. Therefore, Talents Day

can be considered an effective program for supporting the optimal and holistic development of young children.

Conclusion

Based on the findings of this study, it can be concluded that Talents Day at School in Sampe Cita Village serves as an effective platform for children to demonstrate and develop their interests and talents. Through this program, children are provided with opportunities to participate in various performances, including dance, drama, singing, and *tausiah* (Islamic religious talks).

The implementation of Talents Day was carried out successfully and received strong support from both teachers and parents. Prior to the performances, children participated in rehearsal sessions guided by teachers, which helped them become better prepared and more confident when performing on stage. Throughout the event, the children displayed enthusiasm, active participation, and eagerness in demonstrating their abilities.

The findings indicate that dance activities contributed to the development of children's motor skills and their ability to collaborate with peers. Drama activities encouraged children to become more confident in speaking and expressing themselves. Singing activities enhanced language skills, memory, and self-confidence. Meanwhile, *tausiah* activities provided opportunities for children to develop public speaking skills while deepening their understanding of religious values and moral conduct. In addition to fostering children's interests and talents, Talents Day also contributed to the enhancement of self-confidence, courage, creativity, and communication skills. The children became more willing to perform in front of an audience and participated more actively in learning activities.

Therefore, Talents Day can be regarded as a beneficial program for early childhood development, as it not only provides a platform for children to showcase their abilities but also supports the development of their potential in artistic, linguistic, social, and religious domains. Consequently, the implementation of Talents Day should be sustained as one of the strategies for supporting the optimal development of children's interests and talents.

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